

**CAPTURING THE USE OF COLLOCATION IN ARGUMENTATIVE
ESSAY WRITING ON SECOND SEMESTER STUDENTS IN ENGLISH
EDUCATION DEPARTMENT OF IAIN SURAKARTA**

THESIS

Submitted as a Partial Requirements for Undergraduate Degree
In Islamic Education and Teacher Training Faculty



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DEDICATION

This graduating paper is whole heartedly dedicated to:

- ❖ My beloved parents “ Abah Warsanudin and Emak Carmini” for support, pleasure, and pray
- ❖ My beloved brother and sister
- ❖ All my big family
- ❖ All of my friends of SOSRO for support, pray and love
- ❖ All of my friends in boarding house “ Kost Hijau”
- ❖ My wonderful class, Alien Class for cheerful and support.

MOTTO

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ {١٣}

Then which of the Blessing of your Lord will you both deny?

{QS. 55: 13}

“Setiap pertemanan yang tidak mendatangkan kebaikan apa-apa bagimu, maka jauhilah”

(Malik bin Dinar)

“I’m telling you, people. Every day we wake up is another blessing. Follow your dreams and don’t let anyone stop you. Never Say Never.”

(Justin Bieber)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "*Capturing the Use of Collocation in Argumentative Essay Writing on Second Semester Students in English Education Department of IAIN Surakarta*" is my real masterpiece. The things out of my masterpiece in this are signed by citation and referred in the references.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, August 21, 2017

Stated by,



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Surakarta, August 9, 2017
The researcher

Amalia Faulien

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ABSTRACT

Amalia Faulien. 2017. *Capuring the Use of Colocation in Argumentative Essay Writing on Second Semester Students in English Education Department of IAIN Surakarta*. Thesis. English Education Department. Islamic Education and Teacher Training Faculty. State Islamic Institute of Surakarta.

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Key words : Collocation, lexical collocation, grammatical collocation, Argumentative Essay

Collocation is a combination of words in a language that happens very often and more frequently than would happen by chance. The aim of this study is to analyze the types of collocation used by 2nd semester students and the incorrect collocation made by the students in their argumentative essay writing. The researcher used content analysis with descriptive qualitative approach. The data was collected by documenting the types and incorrect collocation on the students' worksheet of argumentative essay writing. The data were analyzes by reducing the data, presenting the data, analyzing the data by using Benson theory and taking the conclusion and verification.

This research used source triangulation and verification based on Oxford Collocation Dictionary to get an appropriate data. There are two findings of this research. First, the types of collocation used by the students. Second, the incorrect collocation made by the students. The result of the study showed that there are 9 types pattern consist of lexical and grammatical collocation. The total of collocation used by the students in their argumentative essay are 127 collocation, it also showed that most of collocation produced by the students is lexical collocation there are 74 collocation, while grammatical collocation are accounted 58 collocation. Adjective + Noun is the pattern of lexical collocation types which commonly occurred in students argumentative essay.

The second finding is the incorrect collocations made by the students there are: 1) quality character, 2) social domain, 3) far distance, 4) attractive dressed, 5) important energy, 6) we must pause, 7) to understand the problem, 8) the likelihood of blindness, 9) don't wear, 10) education ladder, 11) pretty easy, 12) rectify our mindset, 13) quality generation, 14) observe intently, 15) the goal of doing homework, 16) to managed, 17) tremendous pain and 18) virtual world. From those findings, there are many types of collocation used by 2nd semester students and the incorrect collocation is still low. Based on those findings, the researcher has suggestion for other researcher to investigate the relationship between student's collocation competence and their academic success. It will be of great value to understand whether collocation knowledge helps students increase their academic achievement.

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CHAPTER I

INTRODUCTION

This chapter presents the discussion of some issues related to the topic being studied. This part contains of the background of the study, limitation of the study, problem statements, objectives of the study, benefit of the study, and definition of key terms.

A. Background of the Study

Writing is considered by language learner as the most difficult skill science it requires a lot of lexical a syntactic knowledge as well as principles of organization. The difficulty is not only due to the need to generate and organize ideas using an appropriate choice of vocabulary, sentences, and paragraph organization but also necessity to turn such ideas into a readable text (Barli, 1995:76).

Writing is the one of the skill in English. Writing is a complex process that allows the writers to explore their thought and idea, and make them visible and concrete (Ghazi, 2002: 1). Moreover, Byrne (1997: 1) says that, writing can be said to be the act of forming symbols; making marks on a flat surface of some kind. Graphic symbols here include letters or combinations of letters that relate to the sound people make when they speak. The symbols have to be arranged, according to certain conventions, to form words, sentences, and or paragraph.

At work or school at any levels, writing is essentially needed in many aspects. Writing could be one of the ways to develop critical thinking (Pujiono, 2010:33). Through writing the students show how they articulate things. Likewise, it will show how they think. They will be required to actively and skillfully conceptualize, apply, analyse, synthesize, and evaluate information to reach an answer or conclusion. Therefore, the ability to think critically is very important in writing. Critical thinking shows how the facts are sustained through writing especially argumentative essay writing.

Argumentative essay is an essay where writers used some reasons to support their opinions regarding to an issue that they agree or disagree with (Oshima, 1996:120). In argumentative essay, the writer must not only provide reason to support their point of view but also expose the problems for the opposite reasons as the evidences of the false ones. This is aimed to make considerations for all the issues since it indicate that the writers are reasonable and open-minded. All processes in constructing an argumentative essay require the writers to think critically.

On students' writing, there are some common problems found like grammatical problems, mechanical problems, wrong organizations of the ideas, and wrong use of words or wrong combination of words or collocations. According to Oxford Advanced Learner's Dictionary (2003: 247) Collocation is concerned with how words go together, i.e. which words may occur in constructions with which other words. It means that collocation is related to

the word combination which has its own meaning. And when it comes with another, it will change the meaning.

The majority of students of English Education Department of IAIN Surakarta already have some knowledge of English grammar and vocabulary; however, they seem to have serious problems with the use of collocations in their writing. For instance, they use the Indonesian language saying “*melakukan kesalahan*” which literally means “*make mistake*” and when it comes to English they think in their first language and instead of “*make mistake*” they write “*do mistake.*” This example is a semantic expansion; in which learners force a corresponding word meaning into target-language word, reflecting influence from Indonesian Language which means “*make*” and “*do*”. This problem is most likely due to the lack of knowledge of word combinations among second semester students of English Education Department of IAIN Surakarta.

This is what actually the researcher wants to describe: analysing collocation based on collocation theory. In this research, the researcher will analyse the use of collocation in students’ argumentative essay writing because collocation may be found there and the students don’t determine what meaning they want to write.

The researcher chooses the second semester because their writing activity is free argumentative essay writing which contains many opportunity of collocation found there. In the other hand, the students have still low comprehensive about arranging understandable sentences in choosing and

using appropriate vocabulary, thus their writing sometimes becomes confusing to the readers. Though collocation theory, the research wants to analyze their argumentative essay writing. It will give understanding more about the correct collocation and incorrect collocation so that the style of their writing can be better and does not raise many misunderstanding for those who read it.

The researcher chose the D class because the students in this class are stereotyped by the lecturer especially Mr. Sabariyanto as the lecturer of argumentative essay writing to be more active and smart than the other class and it might help the researcher to collect the data. In addition the researcher chose the D class because the class had already completed their argumentative exercises to facilitate the researcher in collecting the data to be processed in preparing this thesis. Meanwhile, according to Mr. Sabariyanto, another class has not solved it, it is feared could hamper the process of collecting data for the researcher itself.

The researcher chose Mr. Sabariyanto as the informant of the data because from 7 classes of second semester students there are 2 lecturers that teach argumentative essay writing there are Mr. Hamdan and Mr. Sabariyanto. The researcher chose one of the lecturers that is Mr. Sabariyanto because His class can already represent the overall data that researcher need. In addition, He also responded well to researcher when she asked permission for the class that was taught by him, especially the D class into the class that will be used as the data by the researcher for the argumentative essay writing in this thesis to facilitate the researcher in preparing this thesis.

The researcher is interested to conduct the research about collocation because it makes sentences easier for the reader to understand the meaning and to provide clarity. The researcher only take a focus in types of collocation based on Benson et al (1997) theory because the theory is never been used before, especially to analyse argumentative essay writing so that the researcher is interested to making the research using this theory. This theory also representatively to another theories of collocation so that the researcher not must use the other theory of collocation expert because the theory by Benson et al (1997) can covered the content (core) of its types of collocation.

The researcher has some reason to choose argumentative essay as the topic for this thesis there are; argumentative essay gets students ready for the next generation of high tasks assessment. Argumentative essay prepare students for the real world beyond the school walls. Students are constantly bombarded with media manipulators trying to separate them from their money (or worse) and understanding what makes a sound argument is essential. It can help our students evaluate product and services for themselves.

Mastering argumentative essay writing in state Islamic institute of Surakarta will give many advantages for students especially when they want to make a proposal for final project. The students who want to submit the title of proposal to produce the thesis in final semester, they must pass writing 2 that is argumentative essay. Moreover, the students who master in argumentative essay, they are also able to make good essay writing. They are able to publish

their writing not only in the college but also publish in the public like newspaper.

This research has a relation to the research that has been done by Nasution (2003) entitled “*An Analysis of Collocations in Listening Comprehension Section of the TOEFL Test*”. The similarity between this study and previous study appears in analysing about collocation by Benson et al (1997). The different between this study and previous study appears in the subject of the study. This study uses data from argumentative essay writing made by the second semester students in English department of IAIN Surakarta, while the previous study used the data from listening comprehension section of the TOEFL test.

Based on the background of the research above, the researcher would like to conduct a descriptive qualitative research on students’ argumentative essay writing in state Islamic institute of Surakarta entitled “**CAPTURING THE USE OF COLLOCATION IN ARGUMENTATIVE ESSAY WRITING ON SECOND SEMESTER STUDENTS IN ENGLISH EDUCATION DEPARTMENT OF IAIN SURAKARTA**”.

B. Limitation of the study

This study is concerned on analyzing the argumentative essay writing in the middle test by the second semester of English department of IAIN Surakarta 2016/2017. There are seven classes in the second semester. The researcher will be done in D class which consists of 35 students. The D class

is stereotyped to be more active and smart than the other class. It might help the researcher to collect the data. The researcher limited the data of the argumentative essay writing in the middle test because it can be used to understand how far the students have mastered the materials given by the lecturer. The last limitation that the researcher used to analyze the data based on the collocation theory by Benson (1997).

C. Problem Statements

There is a major problem that the researcher wants to answer in this research. The researcher divided the problem into two questions there are:

1. What types of collocation used by the second semester student in their argumentative essay writing?
2. What are the incorrect collocations made by the second semester students in their argumentative essay writing?

D. Objectives of the Study

Based on the problem statements mentioned above, the aims of this research are formulated as follows:

1. To analyze the types of collocation used by the second semester students in their argumentative essay writing.
2. To analyze the incorrect collocation made by the second semester students in their argumentative essay writing.

E. Benefit of the Study

The researcher is expected to have the benefits which are able to give the proper comprehension to the readers of this research. The benefits of the research are divided into two kinds; those are theoretical and practical benefits which are expected to give contribution in developing linguistics knowledge particularly in collocation theory.

1. Theoretical Benefit

Theoretically this research is expected to enrich the comprehension in linguistics field especially in analyzing collocations.

2. Practical Benefit

a. For the Students

This research can give more comprehension about linguistics especially in semantics field regarding how to make a clear writing with no raise misunderstanding or even multiple meaning for the reader. The result of the study can be used as an additional knowledge to improve the vocabulary of collocations for Indonesian learners majoring in English. This study provides the students with practical motivating guidelines for using and practicing collocations, so as to help them avoid collocation errors, and prepare them to get ready for encountering such collocations in their work fields in the future.

b. For other Researchers

It is expected to be useful for other researcher who conduct the same research in helping in giving reference and have concern with

semantics. It is also hoped in giving benefit for anyone who has deal with semantics especially in collocations.

F. Definition of Key Terms

The researcher gives some definitions of key term to make clear and to avoid misunderstanding. The key term in this research can be seen in the following definitions:

1. Semantics

According to Kreidler (1998:3) semantics is the systematic study of meaning and linguistic meaning is the study of how languages organize and express meaning.

2. Collocation

Collocation is concerned with how words go together, i.e. which words may occur in constructions with which other words. It means that collocation is related to the word combination which has its own meaning. And when it comes with another, it will change the meaning (Larson, 1984: 141).

3. Writing

According to Byrne (1997: 1) writing is the act of forming letters: making mark of flat surface of some kind. It is more than the production of sounds. The symbols have to be arranged from sentences.

4. Student's writing

Student's writing is the activity of the students to creating pieces of written work such as stories, poems or articles. (Cambridge Advanced Learner's Dictionary)

5. Argumentative Essay Writing

Thomson (1993: 102) argues that argumentative essay is the arguments students present in support their position an argument an argument not a simply a statement of opinion; it is an attempt to support their position with reason. This position is critical stance or thesis that takes on her essay topic.

CHAPTER II

THEORETICAL REVIEW

This proposed research focuses on reviews related theories and literature to understand the questions theories. In this chapter the researcher would like to elaborate the theory related to the research which is done by the researcher. Each of these is discussed in the following sections.

A. Semantics

Language is a tool of communication that cannot be separated from the sense or meaning in every word that is spoken. As a dynamic element, the language was always analyzed and assessed using any approach to study it. Among any other approaches that can be used to assess language is meaning approach. Semantics is one of the linguistics fields that study about the meaning.

Generally, semantics is the study between words and meaning. The main goal of linguistics semantics is to describe the meaning of linguistic elements and to study the principle which allow and exclude the assignment of meaning combinations of these elements. A complete and adequate semantics theory characterizes the systematic meaning relations between words and sentences of a language and provides an account of the relations between linguistics expressions and the things that they can be used to talk about.

Furthermore, some linguists have given the definition of semantics. There are the definitions of semantics based on some linguists:

1. Semantics is a branch of linguistics that is focused on studying the meaning of words and sentences. (Saeed, 2003:3).
2. Semantics is a branch of linguistics concern with studying the meaning of word and sentences (Hornby, 1972:789).
3. Semantics is generally defined as the study of meaning (Lyons, 1971:1).
4. Semantics is usually concerned with analysis of words, phrases, or sentences meaning (Richard, 1990:172).
5. Semantics is the technical term used to refer to study of meaning, and since meaning is a part of language, semantics is a part of linguistics (Palmer, 1976:1)
6. Semantics is the study of meaning in language. It concerned with what sentences and other linguistics object express, not with the arrangement of their syntactic part of their pronunciation (Katz, 1972:1).
7. Semantics is the study of meaning in language, based on the definition, we may be tempted to think that once we understand the semantics of a language, we completely understand that language, meaning, however, involves more than just the semantics interpretation of an utterance (Hurford and Heasley, 1983:1).
8. Murphy believes that semantics relations are different from word relations, antonym and synonym are semantics relations and every kind of relationship among words is word relations (2003:9).

9. Semantics relations have a major role in language. Some researchers believe that the semantics relations should be studied in context (Sarsarabi, 2012:45).

From all the definition above it can be concluded that semantics is the branch of linguistics that studies meaning, signs, the impact and the correlation between meanings. Thus, semantics covers the “words meaning”, developing, and changing. The word semantics is agreed as the term of linguistics that studies meaning. Moreover, semantics explain how people communicate meanings with pieces of language. It is only part of a larger unit of investigating how people understand meaning.

B. Theory of Meaning

Meaning is the element of language that is affected by the using of language by the user so that misunderstanding can be avoided in doing communication. According to Palmer (1976:30), meaning only connects to the intra language element. While Lyons (1977:204) states that studying on or giving meaning to the word understands the basic of that word dealing with the correlation of the meaning that makes that words different from the other words.

Kridalaksana (1993: 132 – 133) gives some explanation about the tem meaning (meaning, linguistics meaning, and sense), those are: (1) the aim of the speaker; (2) the influence of the unit of language in understanding the perception or the attitude of human, or the human group; (3) correlation, it

means the correlation between language and the non-language things, or between utterances with all it shows; (4) the way using language symbols. As stated in the explanation above, meaning connects between language and non-language things, or between utterances with all it shows, in accordance with the agreement of the language user so that users can understand each other and communicating.

Semantics can be considered from the point of view of word meaning and from that sentence meaning. The investigation of word meaning has been based on the relationships of reference and denotation. Certainly meaning includes the relation between utterances and part of utterances (e.g. words) and the word outside; and reference and denotation are among such relations. Thus semantics focuses on the investigation on the word lexically as Chaika (1985: 195) said that the words don't have holistic meaning. Rather, they are composed of features of meaning.

Kreidler (1998: 56) explain that the meaning of a sentence derives from the meanings of its constituent lexemes and from the grammatical meanings it contains. It means that if we know the lexical and grammatical meanings expressed in a sentence, we know the meaning of the sentence and vice versa. Second, at least if the sentence is a statement, if we know the meaning of the sentence, we know what conditions are necessary in the world for that sentence to be true.

From the explanation above, it can be concluded that word and sentence semantically can be analyzed to be the whole meaningful unit. It has

been mentioned that many linguist defined “meaning” in various ways. However it all has the purpose to convey the message what is on the speaker’s mind to the hearer.

C. Kinds of Meaning

Semantics concerns with aspects of meaning in language. Dealing with the meaning, it could be categorized into some reference. According to Charles W. Kreidler (1998: 41) the dimensions of meaning include reference and denotation, connotation, sense relations, lexical and grammatical meaning, morphemes, homonymy, polysemy, lexical ambiguity, sentence, and meaning.

According to leech (1974: 10) meaning can be distinguish into seven types of meaning, the importance is conceptual meaning, and then connotative meaning, stylistic meaning, affective meaning, reflected meaning, collative meaning, and thematic meaning. On the other hand, JD Parera (2004:60) states, “kinds of meaning include a theoretical of referential or correspondence, theoretical of contextual, the theory of mentalist or conceptual and theoretical formalism”. Kinds of the meaning are:

1. Lexical Meaning

Lexical meaning is the smallest meaning unit in the meaning system of language that could be distinguished from other similar units. According to Lyons (1984:140) lexical meaning is a meaning described in the lexicon or dictionary. Chaer (2012:289) said that lexical meaning is a meaning that possessed by a lexeme without any context. It is the actual thing that is

observed through human sense. For example, the lexeme 'horse' has a lexical meaning i.e. a large animal with four legs which people ride on or use for carrying things or pulling vehicles; and the lexeme 'sofa' has a meaning i.e. a long soft seat with a back and usually arms, on which more than one person can sit at the same time. In the dictionary usually contains only lexical meaning possessed by the word described. Lexical meaning is equated with vocabulary, learning lexical can equate with words, then form a meaning word has meaning of literally, it is true that the truth conditional meaning of the text.

2. Contextual Meaning

Contextual meaning is the meaning of word according to the context. According to Abdul Chaer (2012:290), contextual meaning is the meaning of a lexeme or word inside a context. Simon and Schuster (1982:10) state that context is the interrelated condition in which something exists or occurs. Longman (1995:275) says that "context means the part of speech of words and the things denote." It can be said that contextual meaning have meaning according to the text. It involves the function of word in sentence formation since different arrangement of the same word can convey different context.

According to Cruse (1995:16) contextual meaning is the full set of normally relations which a lexical items contracts with all conceivable context. So, we can conclude that the contextual meaning is the meaning

of the word according the situation which they are used. Different situation may give different meaning in a sentence.

3. Grammatical Meaning

Grammatical meaning is also regarded as a structural or functional meaning, or internal meaning. According to Pateda (2001:103) grammatical meaning is the meaning that arises as the result of the functioning of word in a sentence. It means that every language has a grammatical system and different language have somewhat different grammatical system.

Grammatical meaning is the meaning of the phrase that is enclosed. This means the grammatical meaning of each language is limited and could not be changed or replaced in a long time. Grammatical meaning of a language could be interpreted. It is fixed in accordance with the language user community.

4. Conceptual Meaning

Conceptual meaning is essential in the language. According to Leech (1974:10), conceptual meaning (sometimes called denotative or cognitive meaning) is widely assumed to be the central factor in linguistics communication, and it can be shown to be integral can be essential functioning of language in a way that other types of meaning are not (which is not to say that conceptual meaning is the most important element of every act of linguistic communication).

According to Pateda (2001:114) conceptual meaning could be known after we connect or compare the level of language. So, conceptual meaning regarded as a major factor in every language.

5. Denotative Meaning

Denotative meaning is the meaning of what is what. Denotative meaning is also referred to as a word or group of words which based on straightly relationship between the unit and form language beyond language unit was treated appropriately. According to Harimurti in Pateda (2001:98) based on denotative meaning is straightly designation on something outside the language or that are based on certain conversations.

A denotative identifies the central aspect of word meaning. Meaning is more than denotation. Thus, the denotation is the reasonable meaning, the original which appeared first, the first known, meaning it is appropriate and in accordance with the meaning of reality.

6. Connotative Meaning

Connotative refers to the personal aspect of meaning, the emotional association that the word arouses. Leech (1974:14) says, “Connotative meaning is the communicative value an expression has by virtue of what it *refers* to, over and above its purely conceptual content.”

Connotation can arise between the meaning of synonyms and connotations also can appear in a word. Therefore, the connotation and there appears to be done on a historical significance and descriptive. According to JD.Parera (2004:105) usage connotations have boundaries,

which used in report language, the language of science, language magazines, textbooks discuss. Thus, the use of connotations be done carefully because the used of connotations can lead to the rhetoric and leads to certain drawbacks.

7. Referential or Correspondence Meaning

Referential or correspondence meaning refers to three as proposed by the Ogden and Richard. According to Ogden and Richards (2004:46), the meaning is the relationship between the reference and the referent is expressed through the sounds of language symbols in the form of words or phrases or sentence. This theory emphasizes the direct relationship between the existing references to the referent in the real world.

D. Seven Types of Meaning

A piece of language conveys its dictionary meaning, connotations beyond the dictionary meaning, information about the social context of language use, speaker's feeling and attitudes rubbing off of one meaning on the another meaning of the same word when it has two meanings and meaning because of habit occurrence.

Broadly speaking, "meaning" means the sum total of communicated through language. Words, phrases, and sentences have meanings which are students in semantics. Geoffrey Leech (1974) breaks down meaning into seven types. The seven types of meaning according to Leech are as follows:

1. Conceptual or Denotative Meaning

Conceptual meaning is also called logical or cognitive meaning. It is the basic proportional meaning which corresponds to the primary dictionary definition. Such a meaning is stylistically neutral and objective as opposed to other kinds of associative meaning. Conceptual meanings are the essential or core meaning while other six types are the peripheral. It is peripheral in a sense that it is non-essential. They are stylistically marked and subjective kind of meanings. Leech gives primacy to conceptual meaning because it has sophisticated organization based on the principle of contractiveness and hierarchical structure.

For example:

/Boy/ can be described as +human, +male, -adult

The hierarchical structure of “Boy” = +human, +male, -adult, or “Boy” = +human, -male/female, -adult in a rough way.

The organization of conceptual meaning is based on two structural principles: contractiveness and the principles of structure. The conceptual meaning can be studied typically in terms of contrastive features. For example the word “woman” can be shown as:

“Woman” = +human, -male, +adult.

On the contrary, word “Boy” can be realized as:

“Boy” = +human, +male, -adult.

By the principles of structure, larger units of language are built up out smaller units or smaller units are built out larger ones. The aim of

conceptual meaning is to provide an appropriate semantics representation to a sentence or statement. A sentence is made of abstract symbols conceptual meaning help us to distinguish one meaning from the meaning of others sentences. Thus, conceptual meaning is an essential part of language. A language essentially depends on conceptual meaning for communication. The conceptual meaning is a base for all the other types of meaning.

2. Connotative Meaning

Connotative meaning is the communicative value of an expression over and above its purely conceptual content. It is something that goes beyond mere referent of a word and hints at its attributes in the real world. It is something more than the dictionary meaning. In some cases, connotative can also be similar to symbolism. For example, the connotation of a red rose is love and passion, and if the researcher refers to a red rose while it is talking about a relationship, the reader will have a perception that this is connotation or symbolism. Another example is the word “childish” and “youthful” have the same denotative but different connotative meanings. Childish have negative connotation as they refer to immature behavior of a person. Whereas, youthful implies that a person is lively and energetic.

According to Leech (1974: 40-41) connotative meaning is the communicative value an expression of what it refers to, over and above its purely conceptual content. It will be clear if we are talking about connotation we are in fact talking about “the real word experience”.

Although all the speaker of particular language speaks the language exactly the same conceptual framework, actually each of them has individual perception of words.

3. Stylistic Meaning

According to Leech (1974: 16) stylistic meaning is the meaning which an expression conveys about the context or social circumstances of its use. It is the formality of the expression. We ‘decode’ the stylistic meaning of a text through our recognition of different dimensions and levels of usage within the same language. There is much convenience in restricting the term ‘synonymy’ to equivalence of conceptual meaning, so that we may then contrast conceptual synonyms with respect to their varying stylistic overtones, such as poetic, general, slang, baby language, literary, biblical, very formal or official, etc. the style dimension of ‘status’ is particularly important in distinguishing synonymous expression.

Crystal (2008: 460) says “stylistic is a branch of linguistics which studies the features of situational distinctive uses (varieties) of language, and tries to establish principles capable of accounting for the particular choices made by individual and social groups in their use of language.” For example: Mother (female), Mom (colloquial), and Mama (child’s language).

4. Affective Meaning

According to Leech (1974: 18) affective meaning refers to what is convey about the feeling and attitude of speak through use of language

(attitude to the listener as well attitude to what he is saying). It means the effect of words evoked in the reader or listener. It is what is conveyed about the personal feelings or attitude toward the listener. For example: in order to get people attention to be quite, we might say either:

- a. “I’m terribly sorry to interrupt, but I wonder if you would be so kind as to lower your voice as a little”, or
- b. “Will you belt up”

Affective meaning is largely a parasitic category in the sense that to express our emotions. When we use these, we communicate feelings and attitudes without the mediation of any other kind of semantics function. Factors such as intonation and voice-timbre – what we often refer to as ‘tone of voice’ – are important.

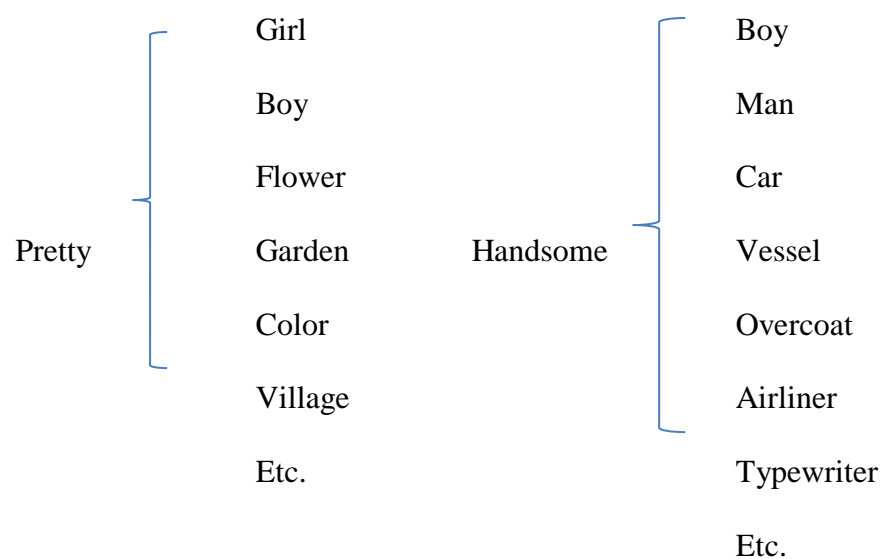
5. Reflected Meaning

Leech (1974: 19) says “reflected meaning is the meaning which arises in cases of multiple conceptual meanings, when one sense of a word forms part of our response to another sense.” It is the product of people’s recognition and imagination. We are easy to find reflected meaning in poetry because heightened sensitivity to language in all respects. For example: on hearing the church service, the synonymous expression the comforter and the Holy Ghost both refer to the Third Trinity, but the comforter sounds warm and comforting, while the holy ghost sounds dreadful, (a ghost is more frequent and familiar in no religious sense).

6. Collocative Meaning

According to Leech (1974: 20) collocative meaning is the associations a word gets because of the meanings of words which tend to occur in its linguistic contexts.

Example:



In Oxford Advance Learner's Dictionary (2005: 293) says collocation is a noun, linguistics term a combination of words in a language, that happens very often and more frequently than would happen by chance. For example, 'bitter' collocates with 'tears' but 'sour' does not. *Handsome woman* and *pretty woman* are both acceptable, although they suggest a different kind of attractiveness because of the collocative association of the two adjectives. Further examples are quasi-synonymous verb such as wander and stroll (cows may wonder, but may not stroll) or tremble and quiver (one tremble with fear, but quivers with the excitement).

Not all differences in potential co-occurrence need to be explaining as associative meaning: some may be due to stylistic differences, other to conceptual differences.

7. Thematic Meaning

According to leech (1974: 22) thematic meaning is the meaning arising out of the way in which the writer or speaker organizes his message. For example:

Tomorrow I plan to have an outing

I plan to have an outing tomorrow

Certainly these have different communicative values in that they suggest different context: the active sentence answers an implicit question “*when will you have an outing?*” while the passive sentence answer is an implicit question “*what will you do tomorrow?*”

Thematic meaning means the meanings of language that communicated by the way in which a speaker or writer organizes the message, of terms in ordering, focus, and emphasis. Leech (1974: 26) makes summary for types of meaning in a table.

Table 2.1

Seven Types of Meaning

| | | |
|--------------------------------------|--|--|
| 1. CONCEPTUAL MEANING or sense | Logical, cognitive, or denotative context. | |
| | 2. CONNOTATIVE MEANING | What is communicated by virtue of language |

| | | |
|------------------------|---|--|
| ASSOCIATIVE MEANING | | refer to |
| | 3. SYLISTIC MEANING | What is communicated of the social circumstances of language use |
| | 4. AFFECTIVE MEANING | What is communicated of the feelings and attitudes of the speaker/writer |
| | 5. REFLECTED MEANING | What is communicated through association with another sense of the same expression |
| | 6. COLLOCATIVE MEANING | What is communicated through association with words which tend to occur in the environment of another word |
| 7. THEMATIC MEANING | What is communicated by the way in which the message is organized in terms of order and emphasis. | |

E. Collocation

1. Definition of Collocation

Define the definition of collocation from Wikipedia; there are two basic meaning of collocation. Those are:

- a. In corpus linguistics, collocation defines a sequence of words or terms that co-occur more often than would be expected by chance.
- b. In phraseology, collocation is a sub-type of phraseme. An example of a phraseological collocation (from Michael Halliday) is the expression *strong tea*. While the same meaning could be conveyed by the roughly equivalent **powerful tea*, this expression is considered incorrect by English speakers. Conversely, the corresponding expression for *computer*, *powerful computers* is preferred over **strong computers*. Phraseological collocations should not be confused with idioms although both are similar in that there is a degree of meaning present in the collocation or idiom that is not entirely compositional. With idioms, the meaning is completely non-compositional whereas collocations are mostly compositional.

According to the Oxford Advanced Learner's Dictionary (2003: 247), collocation is: (1) a combination of words in a language that happens very often and more frequently than would happen by chance. (2) The fact of two or more words often being used together, in a way that happens more frequently than would happen by chance. On the study page B3 of Oxford Advanced Learner's Dictionary, collocation is defined as the way in which particular words tend to occur or belong together. For example:

*Meals will be served outside on the terrace, **weather permitting**.*

But not *Meals will be served outside on the terrace, **weather allowing**.*

Both these sentences seem to mean the same thing (‘they’ll bring us our meals outside if the weather is good enough.’): **allow** and **permits** **have** very similar meanings. But in this combination only **permitting** is correct. It COLLOCATES with **weather** and **allowing** does not. Based on Firth as cited by Leon (2007:3), says “Meaning by collocation is an abstraction at the syntagmatic level and is not directly concerned with the conceptual or idea approach to the meaning of words. One of the meanings of night is its collocability with dark, and of dark, of course, collocation with night (Firth [1951] 1957:196).

2. The Importance of Collocation

According to Manning (1999:142) collocations are important for a number of applications:

- a. Natural language generation (to make sure that the output sounds natural and Mistakes like powerful tea or to take a decision are avoided)
- b. Computational lexicography (to automatically identify the important Collocations to be listed in a dictionary entry)
- c. Parsing (so that preference can be given to parses with natural collocations)
- d. Corpus linguistic research (for instance, the study of social phenomena like the reinforcement of cultural stereotypes through language (Stubbs 1996)).

3. Kinds of Collocation

Hill (2002) as cited by Nasution (2003:15-17) states that collocation is divided into four kinds, they are:

a. Unique collocations.

It is useful to think of collocation on a cline from probably unique/fixed/strong to flexible/weak. Gwyneth (1998:99) pointed out the uniqueness in their corpus of foot used as a verb in the collocation *foot the bill*. We cannot imagine *footing the invoice*, or *footing the coffee*. Similarly, we *shrug our shoulder*, but no other part of our anatomy.

b. Strong collocations.

A large number of collocations, although not unique, are strong or very strong. Predictably, we may talk of *trenchant criticism* or *rancid butter*, but this does not mean that other things cannot be trenchant or rancid. We often have *ulterior motives* or *harbor grudges* while being reduced to tears or even moved to tears. Such strong collocations are not unique, but it is clear that any knowledge of the words trenchant, rancid, motive, grudge, or tears would be incomplete without some idea of their strong collocates. These words are classified as strong collocations.

c. Weak collocation

All elementary students create combinations of words which are on the verge of the area we define as collocations i.e. those words which co-

occur with a greater than random frequency. Many things can be long or short, cheap or expensive, good or bad. Colors are a good example. Early on, students learn the primary colour. They are able to make combinations such as blue shirt, red car etc. they know that they can apply the colours in English in a similar way to their own language.

d. Medium strength collocations

The main load for all language users is not at the strong or weak ends of the collocational spectrum, but in the middle- those many thousands of collocations, which make up the greater part of what we say and write. Most intermediate students will know the words hold and conversation, but may not know that you can *hold a conversation*. They know the words make and mistake, but have not stored *make a mistake* in their mental lexicons as a single item.

Benson et al (1997) as cited by Martyńska (2004:3) divides kinds of collocation into two categories: lexical collocations and grammatical collocations. Grammatical collocations consist of the main word (a noun, an adjective, a verb) plus a preposition or 'to+ infinitive' or 'that- clause' and is characterized by eight basic types of collocations.

- a. G1= noun+ preposition e.g. blockade against, apathy towards
- b. G2= noun+ *to*-infinitive e.g. he was a fool to do it. They felt a need to do it

- c. G3= noun+ *that*-clause e.g. we reached an agreement that she would represent us in court. He took an oath that he would do his duty
- d. G4= preposition+ noun e.g. by accident, in agony
- e. G5= adjective+ preposition e.g. fond of children, hungry for news
- f. G6= adjective+ to-infinitive e.g. it was necessary to work, it's nice to be here
- g. G7= adjective+ *that*-clause e.g. she was afraid that she would fail, it was imperative that I be there
- h. G8= 19 different verb patterns in English e.g. verb+ *to*-infinitive (they began to speak), verb+ bare infinitive (we must work) and other.

Table 2.2: Types of Grammatical Collocation by Benson et al (1997)

| Type | Pattern | Example |
|------|-----------------------------|-------------------|
| G1 | Noun + preposition | Blockade against |
| G2 | Noun + to – infinitive | A fool to do |
| G3 | Noun + that – clause | An agreement that |
| G4 | Preposition + noun | By accident |
| G5 | Adjective + preposition | Hungry of news |
| G6 | Adjective + to – infinitive | Nice to be |
| G7 | Adjective + that – clause | Afraid that |
| G8 | 19 different verb pattern | Began to speak |

Lexical collocations do not contain prepositions, infinitives, or relative clauses but consist of nouns, adjectives, verbs, and adverbs. There are 7 types of them.

- a. L1= verb (which means creation/action) + noun/pronoun/prepositional phrase e.g. come to an agreement, launch a missile
- b. L2= verb (which means eradication/cancellation) + noun e.g. reject an appeal, crush resistance
- c. L3= [adjective+ noun] or [noun used in an attributive way+ noun] e.g. strong tea, a crushing defeat, house arrest, land reform
- d. L4= noun+ verb naming the activity which is performed by a designate of this noun e.g. bombs explode, bees sting
- e. L5= quantifier+ noun e.g. a swarm of bees, a piece of advice
- f. L6= adverb+ adjective e.g. hopelessly addicted, sound sleep
- g. L7= verb+ adverb e.g. argue heatedly, apologize humbly.

Table 2.3: Types of Lexical Collocation by Benson et al (1997)

| Type | Pattern | Example |
|------|--|---------------|
| L1 | Verb+ noun/ pronoun/ prepositional phrase | Set a record |
| L2 | Verb+ noun | Dispel fear |
| L3 | [Adjective +noun] or [noun+ noun] | Strong tea |
| L4 | Noun+ verb | Bombs explode |

| | | |
|----|-------------------|----------------------|
| L5 | Quantifier+ noun | A pack of dogs |
| L6 | Adverb+ adjective | Closely acquainted |
| L7 | Verb+ adverb | Appreciate sincerely |

F. Theory of Writing

Writing is one of the four language skills that should be mastered in learning English. Harmer (2004: 6) states that writing belongs to productive skills besides speaking, in which the language users require the ability to produce language both spoken and written. According to Byrne (1997: 1) writing is the act of forming letters: making marks on flat surface of some kind. It is more than the production of sounds. The symbols have to be arranged according to certain convention to form words and words have to be arranged from sentences.

On the other hand, writing is a system of human visual communication using sign or symbols associated by convention in units of language meaning or sounds recorded on materials such as paper, stone, or clay (Webster, 2012: 89). While Linse (2005: 98) states that writing is combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in the manner that is polished and comprehensive to the readers.

From some definition above, it can be conclude that writing skill is one of four language skills that belong to productive skill. It is also the specific ability to help writers put their thought into words or communicate the

messages in the meaningful form. It is process that occurs over the period of time to encode sign or symbols that have meanings and sounds on materials such as paper, stone or clay to share knowledge, thought and feeling to the reader or audience.

The purpose of writing considers the purpose of text: that is communicative functions. Text can be grouped, for example, according to whether they are intended to entertain, inform, instruct, persuade, explain, and argue a case, present argument and so on (Harris, 1993: 10). While Fachrudin Ambo (1998: 8) states about the good writing: *“tulisan yang baik adalah tulisan yang dapat berkomunikasi secara efektif dengan pembaca kepada siapa tulisan itu ditujukan.”* It means that the good writing is the writing that can be communicative effectively to the readers. He also states that the criteria for a good writing are as follows:

1. Meaningful

A good writing must be able to convey something in which it is meaningful to someone and can give the evidences about what it's said.

2. Clear

It can be said as a clear writing if the intended reader can read in constant speed and catch the meaning. Clear writing shouldn't have been simple, but must not be more difficult than situation as it ought to be.

3. Coherent

Other characteristic of good writing is coherent, it means that the information is clearly connected and arranged. It has been organized systematically so the readers can follow the composition easily.

4. Economic

If the main purpose of the writer is giving information, she/he should avoid pleonasm. In a good writing, the words that are used are appropriate and the sentences are clear, concise, emphatic and correct. So it doesn't waste the reader's time by veering away from focus without reason.

5. Cohesive

It means that the writing doesn't contain tons of grammar or spelling errors. It uses appropriate grammatical patterns, substitutions, elliptical, construction, preposition, conjunction to relate among the clauses within paragraphs.

Therefore the writing that the students make should be meaningful, clear, coherent, economic and cohesive so that it can be understood by the writer with no raising many meanings. In conducting the research, the researcher uses the students' writing exercises of second semester of state Islamic institute of Surakarta as the instrument that will be analyzed semantically.

G. Genres of Writing

Brown, in his book *language assessment: principles and classroom practices* (2003: 219) states that there are several genres of writing:

1. Academic writing
 - a. Paper and general subject reports
 - b. Essay compositions

- c. Academically focused journals
 - d. Short answer test responses
 - e. Technical reports (e.g. lab reports)
 - f. Thesis, dissertations
2. Job related writing
- a. Messages
 - b. Letters / emails
 - c. Memos (e.g. interoffice)
 - d. Reports (e.g. job evaluations, job reports)
 - e. Schedules, labels, signs
 - f. Advertisements, announcements
 - g. Manuals
3. Personal writing
- a. Letters, emails, greeting cards, invitations
 - b. Messages, notes
 - c. Calendar entries, shopping lists, reminders
 - d. Financial documents (e.g. checks, tax forms, loans applications)
 - e. Forms, questionnaires, medical reports, immigrations documents, diaries, personal journals.
 - f. Fiction (e.g. short story, poetry).

H. Essay Writing

1. Definition of Essay

Faizal and Tirta (2015: 48) said that essay is an argument that given to the reader along with the evidences and the logic process that support the argument. Faizal and Tirta (2015: 49) added the structure of essay has three main structures, they are: introduction, body, and conclusion.

According to Oshima and Hogue (1996: 6), “an essay is a piece of writing that has more than one paragraph. It is divided into three parts: a beginning, middle, and an end. The beginning is called the introduction, the middle is called the body, and the end is called the conclusion.

Oshima and Hogue (2007: 147) also add an essay introduction stimulates the reader interest and tells what the essay is about. The last sentence of an introduction is the thesis statement. Like the topic sentence of a paragraph, a thesis statement names the specific topic of the essay. The body consists of one or more paragraph. Each paragraph develops a subdivision of the topic. The conclusion, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body. An essay has unity and coherence, just as a paragraph does.

From the definition above, we can conclude writing of an essay has more than paragraph. It consists of introduction, body, and conclusion, which has clearly thesis statement in introduction, it has main idea in each paragraph and it must unity and coherence for all paragraphs.

2. Structure of Essay

According to Oshima and Hogue (2007: 148-153) there are three parts of an essay:

a. Introductory Paragraph

The introduction is the first paragraph of an essay. It has two functions:

- 1) It attracts the reader's interest, and
- 2) It introduces the topic of the essay.

Broadman and Frydenberg (2008: 78) add there are several guidelines for writing a good introductory paragraph.

- 1) It must be relevant to the topic; that is, it should introduce material not covered in the essay.
- 2) It should not give detailed information about the main idea of the essay. Detailed information belongs in the body paragraph.
- 3) There should be at least two sentences before the thesis statement.
- 4) The thesis statement should come at the end of introductory paragraph.

b. Body Paragraph

The body of an essay is made up of one or more paragraph. Each body paragraph has a topic sentence and several supporting sentences. It may or may not have a concluding sentence. Each body paragraph supports the thesis statement.

c. Concluding Paragraph

The concluding paragraph is the last paragraph of an essay. It has three purposes:

- 1) It signals the end of the essay;

- 2) It reminds the reader of your main points;
- 3) It leaves the reader with your final thoughts on the topics.

Broadman and Frydenberg (2008: 88) add the concluding paragraph has a very important function. Since it is the last paragraph to be read you want your reader to leave with a clear understanding of your essay's point. A concluding paragraph consists of a summary of the points made in your body paragraph, a restatement of the thesis statement, or a final comment on your topic. You may choose one of these ways to end your essay, or you may choose two or three.

3. Types of Essay

There are four types of essay that could be distinguished in the English language. They are narrative, descriptive, expository and argumentative essay (Alabi and Babatunde, 1998: 172). This research only focuses on argumentative essay because it is very important for the university students to developing their critical thinking to express their opinion to make discussed about controversial issue.

I. Argumentative Essay Writing

1. Definition of Argumentative Essay

Argumentative essay is other types of essay writing and it is concerned with the reasoning ability of the writer to present an issue logically with an overriding view (Alabi, 1998: 175). According to Davis and Liss (2006: 93), "an argumentative essay is sometimes called a

persuasive essay. This kind of essay expresses an opinion about a controversial issue. As the writer, you must take a position and persuade the reader to agree with your opinion by using strong, logical reasons to support your agreement.

Thomson (1993: 102) argues that argumentative essay is the arguments students present in support their position an argument an argument not a simply a statement of opinion; it is an attempt to support their position with reason.

This position is critical stance or thesis that takes on her essay topic. They should be able to prove their thesis in one or two students in the first paragraph in their essay. They thesis states the conclusion is aim to prove. The argument they develop in the essay offers a set of reasons or evidence to support their conclusion.

Furthermore, Konar (2009: 133) states that the main purpose of writing argumentative essay is to convince readers that one's particular view opinion on a controversial issue is correct. In addition, at times one many have a second purpose for his/her argumentative essay; to persuade the audience to take some sort of action.

From explanation above, it can be concluding that an argumentative essay is a piece of writing which contain about some facts and the evidence. In the argumentative essay, someone should be able to show their own argument toward the topics provided. While the main

purposes of the argumentative essay is to persuade the readers or audience agree with their statement stated in the essay as well.

2. Generic Structure of Argumentative Essay

Davis and Liss (2006: 93) mention that the organization of the argumentative should have:

a. Introduction

In argumentative essay the hook introduces the issue. Background information gives a broader picture of the issue and why it is important. It can give details about the history of the people involved, what they want, and how it affects them. The thesis statement clearly states the writer's point of view about the issues.

b. Body Paragraph

In body paragraph the topic sentence in each body paragraph presents one distinct reason for the writer's point of view stated in the thesis. All supporting details in each paragraph must support the topic sentence. These details can be facts, example, statistics, definition, causes, and effects, quotations, anecdotes, or questions. The writer often presents an opposing opinion (a counter-argument); however, the writer may then express some agreement with the opposing view (a concession), but will show evidence that the argument is stronger (a refutation). The counter argument is often in body paragraph one or three.

c. Conclusion

In conclusion restates the argument that appeared in the thesis. It can end with prediction, a warning, or other type of comment that reinforces the writer's viewpoints. It may state the general issue in a broader context.

3. Counter-Argument, Concession, and Refutation

The goal of an argumentative essay is to convince the reader of the writer's point of view. To make an argumentative essay strong, the writer includes the counter-arguments, concession, and a refutation (Davis and Liss, 2006: 93).

- a. The counter argument is the writer's opinion about the opposing point of view. It gives reason why the writer's point of view makes sense. By including the counter-argument, the writer shows an understanding of the opposing point of view.
- b. In a concession the writer agrees that opposing point of view is valid but emphasizes how his or her argument is still stronger.
- c. The refutation is the writer's response to the counter-argument. In the refutation, the writer shows why the counter-argument is weak and his or her position is strong. The refutation may also address doubts the reader may have about the writer's position.

4. Models of Argumentative Essay

There are four models of Argumentative Essay writing, they are:

Table 2.4 Models of Argumentative Essay

| Type A | Type B |
|--|--|
| Introductory paragraph (it concludes the thesis statements in the end of the paragraph). | Introductory paragraph (it concludes the thesis statements in the end of the paragraph). |
| Body paragraph 1: pro argument | Body paragraph 1: counter-argument, concession, refutation. |
| Body paragraph 2: pro argument | Body paragraph 2: pro argument |
| Body paragraph 3: counter-argument, concession, refutation. | Body paragraph 3: pro argument |
| Concluding paragraph (it concludes the restatement of your thesis statement) | Concluding paragraph (it concludes the restatement of your thesis statement) |
| Type C | Type D |
| Introductory paragraph (it concludes the thesis statements in the end of the paragraph). | Introductory paragraph (it concludes the thesis statements in the end of the paragraph). |
| Body paragraph 1: counter-argument, concession, refutation. | Body paragraph 1: counter-argument, concession, refutation. |
| Body paragraph 2: counter-argument, concession, refutation. | Body paragraph 2: counter-argument, concession, refutation. |
| Body paragraph 3: counter-argument, concession, refutation. | Body paragraph 3: pro argument |
| Concluding paragraph (it concludes the restatement of your thesis statement) | Concluding paragraph (it concludes the restatement of your thesis statement) |

J. Previous Related Study

In compiling this thesis, the writer refers to some previous researches which are related with the thesis. Some of them are follows:

Nasution (2003) in her thesis, *An Analysis of Collocations in Listening Comprehension Section of the TOEFL Test*. The thesis discusses about the identification of collocation found in the listening comprehension section of the TOEFL test from the 9th edition of Baron's How to Prepare for TOEFL pages 361-366 published by CV. Binarupa Aksara, Jakarta.

In this thesis, the writer uses Hill's theory (2002:18) to identify the collocations, corpus frequency, joint frequency, and the significance of each pairs, and also to determine the kinds of collocations of each data. Then the writer finally gets the result that there are 25 collocational pairs found in the LCS of the TOEFL Test from the 9th edition of Baron's How to Prepare for TOEFL pages 361- 366. These collocations are categorized into adjective+ noun (10 pairs), adverb+ adjective (1 pair), verb+ objective/compliment (10 pairs), noun+ preposition+ noun (3 pairs), and adjective+ preposition+ noun (1 pairs).

Asih (2009) in her thesis *The Analysis on Indonesian Translated Collocations of J.K Rowling's Novel, "Harry Potter and the Goblet of Fire"*. This thesis discusses about the strategy used to translate the collocations found in the novel *"Harry Potter and the Goblet of Fire"* by J.K Rowling published by Bloomsbury in 2000 and the translated novel in Indonesian published by PT Gramedia Pustaka Utama, Jakarta in 2001.

In this thesis the writer uses Baker's theory (1992:72-76) to describe the forms and the meanings of English collocations, to identify and classify the strategies used to translate the collocations and to suggest the strategies used to translate the collocations found in the novel. The writer finally gets the result that the use of strategy by using paraphrase is 43 cases or 45.7%, translating by using similar meaning is 28 cases or 29.7%, and translating by using changing meaning is 23 or 24.4%.

Nenden Eka Dutamurty (2011) entitled *"Associative Meaning on www.khilafah.com"*. The purpose of her study is to analyze the associative meaning on www.khilafah.com. The researcher used qualitative descriptive to present the data. The finding of this research was that the associative meaning

on khilafah.com there are connotative meaning, social meaning, affective meaning, reflected meaning and collocative meaning.

Sohrab Darvishi (2011) from Islamic Azad University entitled “*The Investigation of Collocational Errors in University Students’ Writing Majoring in English*”. In this research, the researcher analyzed the collocational errors in EFL college learners' writing. The sample of this research was collected from 68 students at University of Hamada. Thirty-eight assignments and thirty-eight in-class practice were collected and analyzed for collocational errors. The unacceptable grammatical and lexical collocational errors were identified based on the modified version originally proposed by BBI Dictionary of English Word Combinations, the British National Corpus, were employed to analyze the participants' collocational errors and to provide suggestions for correction.

Moreover, a questionnaire was administered to explore the participants' perceptions of difficulty in collocations. However, in this research is different from this previous research because this research more concerns on students' perceptions of difficulty in collocations. And it used a questionnaire to answer the question. While in this research, the researcher concern on types of collocations used by students and kind of collocation errors made by students.

According the previous study above, the researcher concludes that the fourth studies above are different from this study. The similarity between Nasution (2003) in her thesis, *An Analysis of Collocations in Listening Comprehension Section of the TOEFL Test* and this research is appearing in analyzing about collocation. The different between this study and previous study is appearing in the subject of the study. This research uses data from argumentative essay writing made by the second semester students of IAIN

Surakarta, while the previous study used the data from Listening Comprehension Section of the TOEFL Test.

The second previous study Asih (2009) in her thesis *The Analysis on Indonesian Translated Collocations of J.K Rowling's Novel, "Harry Potter and the Goblet of Fire"*. This thesis discusses about the strategy used to translate the collocations found in the novel *"Harry Potter and the Goblet of Fire"*, while in this research uses data from argumentative essay writing made by the second semester students of IAIN Surakarta, while the previous study used the data from *"Harry Potter and the Goblet of Fire"* Novel.

The third previous study was Nenden Eka Dutamurty (2011) the similarity between the previous study and this study appear in analysing about meaning under the semantics meaning by Geoffrey Leech. The different between this study and previous study appears in the subject of the study. This study uses data from argumentative essay writing made by the second semester students in English department of IAIN Surakarta, while the previous study used the data from www.khilafah.com which use associative meaning.

The fourth previous study was Sohrab Darvishi (2011) from Islamic Azad University entitled *"The Investigation of Collocational Errors in University Students' Writing Majoring in English"*. The similarity between the previous study and this study appear in analysing about collocation under the collocation theory by Benson et al (1997). The different between this study and previous study appears in subject of the study. The previous study used all of student in English major while in this research, the researcher used second semester student especially in the D class.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research methodology. This chapter present the description of the type of research, design of the research, the population and sample, the research instrument, technique of collecting the data, technique of analysing the data, and trustworthiness of the data.

A. Type of the Research

Research is basically can be divided into two categories; they are quantitative and qualitative research. In this research, the researcher used descriptive qualitative research, because the researcher described condition or state of a phenomenon. Qualitative research refers to the meaning, concepts, definition, characteristics, metaphors, symbols and description things. Qualitative research is a special tradition in social science fundamentally depends on data collection from the subject of the research to other human being and use language and terms (Moleong, 2007: 5). While Cresswell (2014: 4), qualitative research is an approach for exploring and understanding the meaning individuals or groups a scribe to a social or human problem.

Based on the statements above, the researcher concluded that in qualitative research, the researcher does not have to form conception or theories about her/his research field. The researcher conducted descriptive qualitative research design. Descriptive qualitative is a method to investigate the status of human being an object, condition, frames of thinking or a class at

present. The purpose of descriptive qualitative research is to make description systematically, factual and accurate about the facts, characteristic and relations among phenomenon being investigate.

B. Research Design

In this research, the researcher used a document or content analysis as research design. Content analysis is the systematic examination of written or recorded communication in order to break down, identify and analyze the presence or relations of words, words sense, characters, sentences, concepts, or common themes. The focus of analysis should be a critical examination, rather than a mere description of the content. Examples of content include students' journals, essays, online discussion, or any form of written, visual, or oral communication (Weber: 1990: 12).

Content analysis focuses and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents (Klauss, 2004 :14). In this case the researcher analyze about the use of collocation in argumentative essay writing on second semester student of English department IAIN Surakarta.

C. Data and Source of Data

The statement about the data source in descriptive research is taken from Sutopo (2002: 50), he stated that the data source in the descriptive

research can be human, events or activities, places or locations, things, various pictures and records, document and achieves. The source of the data in this research as follows:

1. Document

Document is written information related with something that have been used in previous time until now. In this research, the document that will be used is student worksheets, because the researcher just focuses on students' writing exercises in argumentative essay by the students of D class in the second semester of IAIN Surakarta.

D. The Research Instrument

The research instrument is important to find out the result of the research. Therefore the instruments must be prepared well. The instrument of this research is the researcher herself because the research is descriptive qualitative research. Sugiyono (2015: 222) stated that in the descriptive qualitative research, the researcher is the main instrument. The researcher has the main role in looking for the data or information related to the writing exercises of argumentative essay that the research focused on.

The researcher choose an instrument in collecting all the data, it is documentation of students' writing argumentative essay product and data tabulation. Moreover, Oxford Collocation Dictionary, Cambridge Advanced Learner's Dictionary and British National Corpus were used to decide whether the collocation found on students' writing were correct or wrong.

Table 3.1 the example of the data classification table is as below:

| Code | Pattern | The incorrect collocation | The correct collocation | Sentences |
|------|---------|---------------------------|-------------------------|-----------|
| | | | | |
| | | | | |

E. Object of the research

The objects of this research are the second semester students of state Islamic institute of Surakarta 2016/2017 in D class. There are 35 students in this class. The argumentative essay writing worksheets of them were analyzed to find out and explain the collocations words according to Benson theory.

F. Technique of Collecting the Data

To answer the research question, the researcher collected the data that appropriate for this research. The researcher uses document in collecting the data.

1. Documentation

Documentation is ready to analysis without the necessary transcription that is required with observational and interview. The researcher used the data from the field use documentation technique. According to Moleong (2002: 103), documentation explaining the technique is to look for data about things or variables in the form of notes, transcripts, books, newspapers, magazine, inscription, and agenda for information embodied data relating to clients under investigation. The purpose of documentation is to complement the data that has not been

mentioned by the informant and to know how much data can be accounted for.

In this research, the researcher met Mr. Sabariyanto as the lecturer of D class to get the student's argumentative essay product. In this research the researcher used worksheet of the students writing exercises of argumentative essay. After collecting the data, the researcher analyzed the data one by one and then describes the result.

G. Technique of analyzing the data

After collecting the data, data analysis will be done to analyze the whole data obtained. The data analysis in qualitative research used an interactive model of analysis involving collecting the data, reducing the data, and presenting the data and also drawing conclusion (Miles and Huberman, 1994: 10).

The researcher used interactive model of analysis involving collecting the data, reducing the data and presenting the data and drawing conclusion as described below:

1. Collecting the data

In this research, the researcher met the lecturer of argumentative essay writing to get student's worksheet of argumentative essay writing.

2. Reducing the data

Data reduction refers to the process of selecting, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription (Miles and Huberman, 1994: 10). Not all of the result of research was important. It means that the important information must be taken and unimportant information must be ignored. In this process, the researcher selected, focused, simplified and abstracted in the field note. The data reduction was done during the research activity. In this case, the researcher reduced the information during research activity if the data are unimportant or they are not support the data that the researcher needed.

3.Data Display

A display is organized, compressed assembly of information that permits conclusion drawing and action (Miles and Huberman, 1994: 11). In this step the data will be organized and arranged. This step is effort to rearrange and to reintegrate all of data collection from research's field. The data is data that has been selected, and coded in the step of reduction the data. The presentation of data is data is done by arranging the information systematically in a description form that explains about the researcher's conclusion. The researcher's conclusion is a logical and systematical sentence so that it can be understood by the reader.

4.Drawing conclusion

In this study, conclusions were drawn continuously thought out the course of the study. The researcher tends to accumulate and formulate her

interpretation as she gone along. The researcher was likely to write up her interpretation of those observations in students writing exercises of argumentative essay.

H. Trustworthiness of the Data

In analyzing the data, the researcher also needs to analyze the validity of the data sources to get the valid data. To prove the trustworthiness of the data, the researcher uses the triangulation technique. Triangulation technique is the technique of examining the trustworthiness of the data which uses the things outside the data in order to examine the data and to be the comparer of the data (Moleong, 2002: 178).

According to Patton in Sutopo (2002: 7) there are four kind of triangulation. The first is the data triangulation or source triangulation, in which the researcher uses some sources in collecting the data to make validation. The second is investigator triangulation in which the validation of the data can be examined by some researchers. The third is methodological, in which the researcher can validate the data by using some technique in collecting the data. Then, the theoretical triangulation is used with more than one theory to discuss related to the topic of discussion. The researcher uses two sources to get the data, as follow:

1. The researcher used document to validity the data, the document is the student's argumentative essay and then the researcher analyze it.

2. The researcher checks the validity of the data by using *Oxford Collocations Dictionary for Students of English* that gives access to 250,000 word combinations and 75,000 examples of how these collocations are used, and also the *British National Corpus* (available at <http://www.natcorp.ox.ac.uk>) were used to provide information on the words that headwords could combine with. The last validity the researcher consulting to the expert; the expert is the researcher's advisor and English lecturer in IAIN Surakarta Dr. Imroatus Solikhah, S. Pd, M. Pd.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the analysis and the interpretation of the data obtained based on the result of students' argumentative essay writing assignment. The chapter involves findings and discussions. Each finding has discussions of the data that is presented in relation to the research questions.

A. FINDINGS

As previously stated in chapter I, this research aims to analyze the types of collocations and the incorrect collocation used by students of English Education Department of IAIN Surakarta. As stated on the research methodology, the researcher took the sample from the D class students of the second semester of English Education Department who took writing 2 and their English level was low to intermediate. After collecting and analyzing the data, the research found that there are a lot of collocations in students' argumentative essay writing.

In order to decide the acceptability of the use of collocations made by students, *Oxford Collocations Dictionary for Students of English* gives access to 250,000 word combinations and 75,000 examples of how these collocations are used, and also the *British National Corpus* (available at <http://www.natcorp.ox.ac.uk>) were used to provide information on the words that headwords could combine with. The *British National Corpus* comprises

100 million words of written and spoken language; the written part includes 90 million words from eight genres.

1. The Types of Collocations Used by Students

The collocations produced by the students in their argumentative essay writing are as follow: 1) verb-preposition, 2) noun-preposition, 3) preposition-noun, 4) adjective-preposition, 5) adverb-adjective, 6) verb-adverb, 7) verb-noun, 8) noun-noun, and 9) adjective-noun. Based on this categorization, the nine types are included in “grammatical collocations” while the others are included in “lexical collocations”.

Table 4.1 Syntactic pattern of collocations

| Types of collocation | Pattern | Example of collocation used by the student | Total |
|----------------------|--------------------|--|-------|
| Lexical | Verb + preposition | Prefer to, enter into, interact with, ask about, connect with, negotiate with, communicate with, contribute to, agree with, join with, think of, assist with, disagree with, and trust with. | 14 |
| Grammatical | Noun + preposition | Lack of, respect to, interaction with, limit to, rise to, access to, claim to, help to, think about, part of, interact with, form of, relationship between, communication between, | 38 |

| | | | |
|-------------|----------------------------|--|----|
| | | relation between, comparison with, member of, result of, cooperation with, risk of, source of, value of, shape of, series of, message from, focus on, gift from, pressure from, variety of, influence on, purpose of, opportunity for, trouble for, resistance to, advantages to, rate of, spread of, threat from. | |
| Grammatical | Preposition + noun | In fact, under age, after school. | 3 |
| Grammatical | Adjective + preposition | Comfortable with, busy with, related to, suitable for, crucial for, accessible to, important to, similar to, useful to, available for, different from, necessary for. | 12 |
| Lexical | Adverb + adjective | Highly educated, easily irritated, really weak. | 3 |
| Lexical | Verb + adverb | Grow rapidly, study hard. | 2 |
| Lexical | Verb + noun | Get information, pay attention, reduce stress, do practice, ride motorcycle. | 5 |
| Lexical | Noun + noun | Work place, education system, fashion world, | 6 |

| | | | |
|---------|------------------|--|-----|
| | | lung infection, heart disease, death penalty. | |
| Lexical | Adjective + noun | Long time, modern era, western culture, foreign culture, important role, healthy food, sweet taste, dark chocolate, building construction, low budget, high specification, primary school, good job, social life, alternative medicine, different method, sophisticated technology, electronic media, sexual crime, high temperature, holiday season, young people, positive attitude, next generation, modern lifestyle, scientific knowledge, different from, bright future, social environment, early age, good manners, respiratory disease, air pollution, excessive stress, human right, plastic bag, foreign language, physical torture, second position, intensive care, traffic accident, good idea, good impression. | 44 |
| Total | 9 patterns | | 127 |

As the table showed above, there are many collocations used by students in their writing. The total of collocations used by students is 127 which can be described for the last type of collocation that occurs frequently in their writing is Adjective + Noun. The total of Adjective + Noun collocations is accounted 44. Adjective + Noun is typically involved in lexical Collocation. So that way, the first type of collocation which commonly produced by students in their argumentative essay writing is Adjective + Noun.

The second type of collocation which commonly occurs in students' writing is Noun + Preposition collocation. The total of Noun + Preposition collocation is accounted 38. Noun + Preposition is typically involved in Grammatical Collocation. The third type of collocation which commonly occurs in students' writing is Verb + Preposition. Verb + Preposition collocation is typically involved in lexical Collocation. The total of Verb + Preposition collocation which commonly occur in students' writing is accounted 14.

The next type of collocations which commonly occur in students' argumentative essay writing is Adjective + Preposition collocation. Adjective + Preposition collocation is involved in Lexical Collocation. The total of Adjective + Preposition collocation which commonly occur in students' writing is accounted 12. After Adjective + Preposition, Noun + Noun become type of collocations which commonly occur in students' writing. Noun + Noun is involved in Lexical Collocation. The total of

Noun + Noun collocation which commonly occur in students' argumentative essay writing is accounted 6.

The next type of collocation is Verb + Noun collocation. Verb + Noun collocation is typically involved in Lexical Collocation. The total of Verb + Noun collocation which commonly occur in students' argumentative essay writing is accounted 5. The next types of collocation are Preposition + Noun collocation and Adverb + Adjective. Preposition + Noun is typically involved in grammatical Collocation. While, Adverb + Adjective is typically involved in Lexical Collocation. The total of Preposition + Noun collocation and Adverb + Adjective which commonly occur in students' argumentative essay writing is accounted 3.

The last type of collocation is Verb + Adverb collocation. Verb + Adverb is typically involved in Lexical Collocation. The total of Verb + Adverb which commonly occur in students' argumentative essay writing is accounted 2.

Therefore, based on the categorization, the total of Lexical Collocations which commonly occur in students' writing is accounted 74. While the total of grammatical collocations which commonly occur in students' argumentative essay writing is accounted 53. So, we can claim that the common type of collocations used by students is Lexical Collocation.

2. The Incorrect Collocation Made by Students

a. Noun Incorrect Collocation

In this research, it found that there are some incorrect collocations found on students' argumentative essay writing product.

For more detail description, the data are described in table below:

Table 4.2 Data tabulation of Noun Incorrect Collocation

| Code | Pattern | The incorrect collocation | The correct collocation | Sentence |
|------------|-------------|---------------------------|-------------------------|--|
| (S1/T1/L3) | [noun+noun] | Quality character | Moral character | Quality characters need to be established and nurtured from an early age. |

Notes:

S = student

T = total

L = lexical collocation

G = grammatical collocation

3 = refers to the sequence types of collocation pattern

From the table 4.2 above, it can be seen that the type of collocation word that made by the student 1 is lexical collocation which contain [noun+noun] pattern. In the incorrect collocation word above, the noun 'quality' is collocates with noun 'character'. The word 'quality' means *how good or bad something is*, while the word

‘character’ means *the particular combination of qualities of a person or places that makes them different from others*. Based on the sentence the word ‘quality’ is doesn’t match juxtaposed with the word ‘character’, because the word ‘quality’ refers to a high standard of something, while the word ‘character’ refers to the characteristic and nature of human. so that the word ‘character’ is more suited to collocates with the word ‘moral’ which means *relating to the standards of good or bad behaviors, fairness, honesty, etc, which each person believes in, rather than to laws*. Therefore, the correct collocation of word ‘character’ from the sentence above is the word ‘moral’. So, the correct sentence is be *moral characters need to be established and nurtured from an early age*.

b. Noun and Adverb Incorrect Collocation

Table 4.3 Data tabulation of Noun and Adverb Incorrect Collocation

| Code | Pattern | The incorrect collocation | The correct collocation | Sentence |
|------------|-------------------|---------------------------|-------------------------|--|
| (S2/T2/L3) | [adjective +noun] | Social domain | Social life | Human will be busy with social media than social domain . |
| (S2/T2/G) | [adverb+noun] | Far distance | Long distance | Social media also can be using for online business or |

| | | | | |
|--|--|--|--|---|
| | | | | communication between someone that far distance can bind up with social media. |
|--|--|--|--|---|

From the table 4.3 above, it can be seen that there are two collocation words found in the students 2 and the types of collocation is lexical collocation which contain [adjective +noun] and [Adverb+noun]. The first collocation is the word ‘social’ collocates with the word ‘domain’. Based on the Cambridge Advanced Learner’s Dictionary, the word ‘domain’ have two meaning there are (1) an area of interest or an area over which a person has control, (2) specialized a part of the internet that belongs to a person or organization where they can use email or show documents on the internet, while the word ‘social’ means relating to activities which you meet and spend time with other people and which happen during the time when you are not working. Generally, the word ‘domain’ more refers to internet than social so that the word ‘social’ is more suited to collocates with the word ‘life’ which means way of living or a particular part of someone’s life. Therefore, the correct collocation of word ‘social’ from the sentence above is the word ‘life’. So, the correct sentence is be like *human will be busy with social media than social life.*

The collocation word number 2 is grammatical collocation which contain [Adverb+ noun] pattern. In this case, the student number 2 collocate the word 'far' with the word 'distance'. Grammatically, these two words are not suitable to collocate each other. The word 'distance' is collocates with the word 'long' as is commonly used in English, which 'long distance' means *travelling a long way or separated by a long distance*. Therefore, the correct collocation of word 'distance' from the sentence above is the word 'long'. So, the correct sentence is be like Social media also can be using for online business or communication between someone that far distance can bind up with social media.

c. Adjective Incorrect Collocation

Table 4.4 Data tabulation of Adjective Incorrect Collocation

| Code | Pattern | The incorrect collocation | The correct collocation | Sentence |
|-----------|-------------------------|---------------------------|-------------------------|--|
| (S3/T1/G) | Grammatical (adjective) | Attractive dressed | Well-dressed | Matahari department store ciputra seraya pekanbaru written many rules before accept the job, that is an applicant have diploma graduation min. senior high school or equivalent, good communication, |

| | | | | |
|--|--|--|--|--|
| | | | | attractive dressed, confidence, energetic, etc. |
|--|--|--|--|--|

From the table 4.4 above, it can be seen that the type of collocation word that found in the student 3 is grammatical collocation which consist of the main word (adjective). In the incorrect collocation word above, the adjective ‘attractive’ is collocates with the adjective ‘dressed’. Grammatically, these two words are not suitable to collocate each other. The word ‘dressed’ is collocates with the word ‘well’, based on the Cambridge Advanced Learner’s Dictionary ‘well-dressed’ means wearing attractive and stylish clothes. Therefore, the correct collocation of word ‘dressed’ is the word ‘well’. So, the correct sentence is be like *Matahari department store ciputra seraya pekanbaru written many rules before accept the new employee, the qualification are applicant have diploma graduation min. senior high school or equivalent, good communication, well-dressed, confidence, energetic, etc.*

d. Adjective Incorrect Collocation

Table 4.5 Data tabulation of Adjective Incorrect Collocation

| Code | Pattern | The incorrect collocation | The correct collocation | Sentence |
|------------|-------------|---------------------------|-------------------------|--|
| (S4/T1/L2) | [verb+noun] | Important energy | Source energy | Everyone would need breakfast as one of the important energy in the morning before starting the day. |

From the table 4.5 above, it can be seen that the type of collocation word that found in the student 4 is lexical collocation consist of [verb+noun] pattern. In the incorrect collocation word above, the adjective ‘important’ is collocates with the noun ‘energy’. Lexically, ‘important energy’ is correct, but in this sentence these two words are not suitable to collocate each other. The word ‘energy’ is collocates with the word ‘source’ and these two words are collocates with the word ‘breakfast’. The collocation of ‘important energy’ is inappropriate to collocate with the word ‘breakfast’, because breakfast is the source energy in the morning and source energy is get started with the breakfast in the morning. Therefore, based on the sentence the correct collocation of word ‘energy’ is the word ‘source’. So the correct sentence is being like *everyone would need breakfast as one of the source energy in the morning before starting the day.*

e. Noun Incorrect Collocation

Table 4.6 Data tabulation of Noun Incorrect Collocation

| Code | Pattern | The incorrect collocation | The correct collocation | Sentence |
|-----------|--------------------|---------------------------|-------------------------|---|
| (S5/T1/G) | Grammatical [noun] | We must pause | We must be wisely | We must pause with the use of social media in circulation today. |

From the table 4.6 above, it can be seen that the type of collocation word that found in the student 5 is grammatical collocation consist of the main word noun. In the incorrect collocation word above, the noun 'pause' is collocates with using social media. Lexically, the word 'pause' is correct, but in this sentence the word 'pause' is inappropriate to collocate with using social media. The word 'wisely' is appropriate to collocates with using social media, because the word 'wisely' is refers to having or showing the ability to make good judgments, based on a deep understanding and experience of life. Therefore, based on the sentence *using social media* is collocates with the word 'wisely'. So, the correct sentence is being like we must be wisely in using social media in our daily life.

f. Verb Incorrect Collocation

Table 4.7 Data tabulation of Verb Incorrect Collocation

| Code | Pattern | The incorrect collocation | The correct collocation | Sentence |
|-----------|--------------------|------------------------------|-------------------------|--|
| (S6/T1/G) | Grammatical [verb] | to understand problem | To solve a problem | A recent study of expert from Harvard University, USA, suggest that taking a nap during the day can improve memory and the ability to understand problem, but the researchers said the benefit can be obtained only if the nap is truly qualified. |

From the table 4.7 above, it can be seen that the type of collocation word that found in the student 6 is grammatical collocation consist of the main word [noun] pattern]. In the incorrect collocation word above, the verb ‘understand’ is collocates with the noun ‘problem’. These two words are inappropriate to collocates each other because these words are opposite. The word ‘understand’ is appropriate to collocates with the word ‘meaning’, as according to

Cambridge Advanced Learner's Dictionary the word 'understand' means *to know the meaning of something that someone says*. So, the word 'understand' is not collocates with the word 'problem'. Meanwhile, the word 'solve' is refers to find and answer to a problem. Therefore, the correct collocation of the word 'problem' is the word 'solve' and not the word 'understand'. So, the correct sentence is being like *a recent study of expert from Harvard University, USA, suggest that taking a nap during the day can improve memory and the ability to solve a problem, but the researchers said the benefit can be obtained only if the nap is truly qualified.*

g. Noun Incorrect Collocation

Table 4.8 Data tabulation of Noun Incorrect Collocation

| Code | Pattern | The incorrect collocation | The correct collocation | Sentence |
|------------|-------------|------------------------------------|--------------------------------|--|
| (S7/T1/L3) | [noun+noun] | the likelihood of blindness | The causal factor of blindness | The likelihood of blindness due to functional impairment of the eyes can occur when the soft lens user act at random, such as the type and size of soft lens that are not in accordance with right eye condition. |

From the table 4.8 above, it can be seen that the type of collocation words that found in the student 7 is lexical collocation consist of [noun + noun] pattern. In the incorrect collocation above, the word ‘likelihood’ is collocates with the word ‘blindness’. Lexically, the word ‘likelihood’ is correct since the meaning of that word is the chance that something will happen but, based on the sentence, these two words is inappropriate to collocate each other. The word ‘blindness’ is collocates with ‘the causal factor’ because refers to ‘penyebab kebutaan’, while the word ‘likelihood’ is refers to ‘kemungkinan kebutaan’. Therefore, the collocation word which appropriate to the word ‘blindness’ is ‘causal factor’ that refers to cause of disease (blindness). So, the correct sentence is being like *‘The causal factor of blindness due to functional impairment of the eyes can occur when the soft lens user act at random, such as the type and size of soft lens that are not in accordance with right eye condition’*.

h. Verb Incorrect Collocation

Table 4.9 Data tabulation of Verb Incorrect Colocation

| Code | Pattern | The incorrect collocation | The correct collocation | Sentence |
|-----------|--------------------|---------------------------|-------------------------|---|
| (S8/T1/G) | Grammatical [verb] | Don’t wear | Doesn’t require | Business of online shop can increase people financial, take advantages of the time to business, don’t wear a lot of capital and the transaction is easy. |

From the table 4.9 above, it can be seen that the type of collocation words that found in the student 8 is grammatical collocation consist of the main word (verb). In the incorrect collocation above, the word 'wear' is collocates with the word 'capital (financial)'. These two words are inappropriate to collocate each other. Generally, the word 'wear' is collocates with clothing not in capital (financial). The word 'capital (financial)' is collocates with the word 'require' that refers to 'to need or make necessary', while the word 'wear' means to have clothing, jewelry, etc. on your body. Therefore, the word 'wear' is not collocates with the word 'capital (financial)'. The correct collocation of word 'capital (financial)' is the word 'require'. So, the correct sentence is being like *'Business of online shop can increase people financial, take advantages of the time to business, don't require a lot of capital and the transaction is easy.'*

i. Noun Incorrect Collocation

Table 4.10 Data tabulation of Noun Incorrect Collocation

| Code | Pattern | The incorrect collocation | The correct collocation | Sentence |
|------------|-------------|----------------------------|-------------------------|---|
| (S9/T1/L3) | [noun+noun] | education ladder | Education Level | The curriculum in this time has been added by subject and hour in each education ladder. |

From the table 4.10 above, it can be seen that the type of collocation words that found in the students 9 is lexical collocation consist of [noun + noun] pattern. In the incorrect collocation the word ‘ladder’ is collocates with the word ‘education’. These two words are in appropriate to collocate each other. The word ‘ladder’ is more collocates with the word ‘property’. Based on the Cambridge Advanced Learner’s Dictionary the word ‘ladder’ means a piece of equipment used for climbing up and down, which consist of two vertical bars or pieces of robe joined to each other by a set of horizontal steps. So, the word ‘ladder’ is not collocates with the word ‘education’, while the word ‘level’ refers to ‘the high of something’. This word is appropriate to collocates with the word ‘education’ that refers to process of teaching o learning in a school or college, or the knowledge that you get from the elementary school until university level. Therefore, the correct collocation of word ‘education’ is the word ‘level’. So, the correct sentence is being like *‘the curriculum in this time has been added by subject and hour in each education level’*.

j. Adverb Incorrect Collocation

Table 4.11 Data tabulation of Adverb Incorrect Colocations

| Code | Pattern | The incorrect collocation | The correct collocation | Sentence |
|-------------|--------------------|---------------------------|-------------------------|--|
| (S10/T1/L6) | [Adverb+Adjective] | Pretty easy | Easy enough | Shopping on the online shop is also pretty easy . |

From the table 4.11 above, it can be seen that the type of collocation word that found in the student 10 is grammatical collocation consist of the main word [adjective + adverb]. In the correct collocation, the adjective ‘pretty’ is collocates with the adjective ‘easy’. Idiomatically, the phrase ‘pretty easy’ is correct because it refers to ‘very easy’, but lexically the word pretty is refers to pleasant to look, or (especially of girl or women or things connected with them), attractive or pleasant in a delicate way, while, the word ‘easy’ refers to not difficult or needing little effort. So, based on the collocation theory, these two words are inappropriate to collocate each other. The word ‘easy’ is more collocates with the adverb ‘enough’ that refers to as much as is necessary; in the amount or to the degree needed. Therefore, in correct collocation, the word ‘easy’ is collocates with the adverb ‘enough’. So, the correct sentence is being like *Shopping on the online shop is also easy enough.*

k. Verb Incorrect Collocation

Table 4.12 Data tabulation of Verb Incorrect Collocations

| Code | Pattern | The incorrect collocation | The correct collocation | Sentence |
|-------------|-------------|----------------------------------|-------------------------|--|
| (S11/T1/L2) | [verb+noun] | Rectify our mindset | Change our mindset | We must rectify our mindset who has assumed that higher education for women is not |

| | | | | |
|--|--|--|--|--|
| | | | | important, because in essence women also need to be able to feel higher education. |
|--|--|--|--|--|

From the table 4.12 above, it can be seen that the type of collocation word that found in the student 11 is lexical collocation consist of [verb+noun]. In the incorrect collocation, the word ‘rectify’ is collocates with the word ‘mindset’. The word rectify refers to ‘meralat’ and more collocates with the word ‘mistake’, for example *every effort is made to rectify any mistakes before the book is printed*. While according to Cambridge Advanced Learner’s Dictionary the word ‘mindset’ refers to *a person’s way of thinking and their opinions*. The word ‘mindset’ is more collocates with the word ‘change’ that refers to *make or become different or to exchange one thing for another thing*. Therefore, the correct collocation word ‘mindset’ is the word ‘change’. So, the correct sentence is being like *we must change our mindset who has assumed that higher education for women is not important, because in essence women also need to be able to feel higher education*.

1. Noun Incorrect Collocation

Table 4.13 Data tabulation of Noun Incorrect Collocations

| Code | Pattern | The incorrect collocation | The correct collocation | Sentence |
|-------------|-------------|---------------------------|-------------------------|--|
| (S12/T1/L3) | [noun+noun] | Quality generation | Good generation | Scout are very useful for improving the negative behavior of today, in order to create a quality generation , because the scout have a positive attitude that covers almost every aspect of life, such as social, environmental, and even traffic smoothness. |

From the table 4.13 above, it can be seen that the type of collocation word that found in the student 12 is lexical collocation consist of [noun + noun]. In the incorrect collocation, the noun ‘quality’ is collocates with the noun ‘generation’. The word ‘quality’ refers to how good or bad something is, this word is collocates with the products such as the *food was of such low quality*. Therefore, the word

‘quality’ is inappropriate to collocates with the word ‘generation’ that refers to *all the people of the same age within a society or within a particular family*. The word ‘generation’ is more collocates with the word ‘good’ that refers to better, best (high quality). Therefore, in the correct collocation in the table above, the word ‘generation’ is collocates with the word ‘good’. So, the correct sentence is being like *scout are very useful for improving the negative behavior of today, in order to create a good generation, because the scout have a positive attitude that covers almost every aspect of life, such as social, environmental, and even traffic smoothness.*

m. Verb Incorrect Collocation

Table 4.14 Data tabulation of Verb Incorrect Colocation

| Code | Pattern | The incorrect collocation | The correct collocation | Sentence |
|-------------|---------------|---|---|--|
| (S13/T1/L7) | [verb+adverb] | Observe intently on the gadget screen | Stared intently on the gadget screen | If observe intently on the gadget screen too long and too often can cause bad impact for example is the eye problem. |

From the table 4.14 above, it can be seen that the type of collocation word that found in the student 13 is lexical collocation

consist of [verb+adverb] pattern. In the incorrect collocation, the verb 'observe' is collocates with the noun 'gadget screen'. The word 'observe' is inappropriate to collocates with the word 'gadget screen', because based on the Cambridge Advanced Learner's Dictionary, the word 'observe' is refers to the way someone does something, especially in order to learn more about it. So, the word 'observe' is collocates with the research field. In the correct collocation form above, the word 'stared' is refers to look for a long time with the eyes wide open. The word 'stared' is appropriate to collocates with noun 'gadget screen' which means a flat surface in a cinema, on a television or a computer system on which pictures or words are shown. Therefore, the correct collocation of the word 'gadget screen' is the word 'stared'. So, the correct sentence is being like *if we stared intently on the gadget screen too long and too often can cause bad impact for example is the eye problem.*

n. Noun Incorrect Collocation

Table 4.15 Data tabulation of Noun Incorrect Colocations

| Code | Pattern | The incorrect collocation | The correct collocation | Sentence |
|------------|-----------------------|-----------------------------------|-------------------------------|--|
| (S14/T1/G) | Grammatical [noun] | the goal of doing homework | The purpose of doing homework | Some students who don't understand the goal of doing homework will never finish their homework. |

From the table 4.15 above, it can be seen that the type of collocation word that found in the student 14 is grammatical collocation consist of the main word [noun] pattern. In the incorrect collocation above, the word ‘goal’ is collocates with the noun ‘doing homework’. Based on the Cambridge Advanced Learner’s Dictionary, the word ‘goal’ is refers to *an area on a playing field, that usually has two posts with a net fixed behind them where players try to send the ball in order to score in sports such as football and hockey*. The word ‘goal’ is inappropriate to collocates with the noun ‘doing homework’, this word is more appropriate to collocates with the sport field. While, in the correct collocation above, the word ‘purpose’ is collocates with the noun ‘doing homework’. The word ‘purpose’ refers to why you do something or why something exist it is appropriate to collocates with ‘doing homework’ that refers to work which teachers give their students to do at home. Therefore, the correct collocation of ‘doing homework’ is the word ‘purpose’. So, the correct sentence is being like *some students who don’t understand the purpose of doing homework will never finish their homework*.

o. Verb Incorrect Collocation

Table 4.16 Data tabulation of Verb Incorrect Collocations

| Code | Pattern | The incorrect collocation | The correct collocation | Sentence |
|-------------|-------------|---------------------------|-------------------------|---|
| (S15/T1/L2) | [verb+noun] | To managed | To recycle | Plastic bag has been trash that dangerous and difficult to managed . |

From the table 4.16 above, it can be seen that the type of collocation word that found in the student 15 is lexical collocation consist of [verb + noun] pattern. In the incorrect collocation above, the word 'to managed' is collocates with the word 'plastic bag' and 'trash'. The word 'managed' is refers to *be responsible to controlling or organizing someone or something especially a business* this word is more appropriate to collocates with the business field. So, the word 'managed' is not collocates with 'plastic bag' and 'trash'. While, in the correct collocation above, the word 'plastic bag' and 'trash' is collocates with the word 'recycle'. The word 'recycle' is refers to *collect and treat rubbish in order to produce useful material which can be used again*, the word 'recycle' is more appropriate to collocates with the word 'plastic bag' and 'trash'. Therefore, the correct collocation of word 'plastic bag' and 'trash' is the word 'recycle'. So, the correct sentence is being like *plastic bag has been trash that dangerous and difficult to recycle*.

p. Adjective Incorrect collocation

Table 4.17 Data tabulation of Adjective Incorrect Colocation

| Code | Pattern | The incorrect collocation | The correct collocation | Sentence |
|-------------|--------------------|---------------------------|-------------------------|--|
| (S16/T1/L2) | [Adjective + noun] | Tremendous pain | Physical pain | So these bunions cause a tremendous pain in the sufferer and usually can only be treated through surgery. |

From the table 4.17 above, it can be seen that the type of collocation word that found in the student 16 is lexical collocation consist of [verb + noun] pattern. In the incorrect collocation above, the noun 'pain' is collocates with the adjective 'tremendous'. Based on the Cambridge Advanced Learner's Dictionary, the word 'tremendous' means very great in amount or level, or extremely good. The word 'tremendous' is more collocates with the event/phenomena for example *they were making the most tremendous amount of noise last night*. While, in the correct collocation word above, the word 'pain' is collocates with the word 'physical'. These two words are appropriate to collocates each other since the word 'physical' is refers to *connected with the body* based on the sentence above, the word pain refers to a feeling for physical suffering caused by injury or illness. Therefore, the correct collocation of word 'pain' is the word 'physical'. So, the correct sentence is being like *so these bunions cause a physical pain in the sufferer and usually can only be treated through surgery*.

q. Adjective Incorrect Collocation

Table 4.18 Data tabulation of Adjective Incorrect Collocations

| Code | Pattern | The incorrect collocation | The correct collocation | Sentence |
|-------------|-------------------|---------------------------|-------------------------|--|
| (S17/T1/L3) | [Adjective +noun] | Virtual world | Cyberspace | The child can communicate over the internet with a lot of people from the virtual world . |

From the table 4.18 above, it can be seen that the type of collocation word that found in the student 16 is lexical collocation consist of noun as the main word. Based on the sentence in the incorrect collocation above, the word 'internet' is collocates with the adjective 'virtual' and the noun 'world'. Based on the Cambridge Advanced Learner's Dictionary, the word 'virtual' means *describes something that can be done or seen using a computer and therefore without going anywhere or talking to anyone*. For example fighting and shortages have brought normal life to a virtual standstill in the city. While, the word 'world' lexically means *the earth and all the people place and things on it*. These two words are inappropriate to collocates with the word 'internet'. In the correct collocation above, the word 'internet' is collocates with the noun 'cyberspace'. Based on the Cambridge Advanced Learner's Dictionary, the word 'cyberspace' means *the internet considered as the imaginary area without limits where you can meet people and discover information about any subject*. Based on the meaning above, the word 'cyberspace' is more appropriate to collocates with the word 'internet'. So, the correct sentence is being like *the child can communicate over the internet with a lot of people from the cyberspace*.

Based on finding above, it can be seen that there are many collocation errors found on students' argumentative essay writing product. The most collocation errors made by students in their writing

are (1) lexical, there are 4 collocations, and 2) grammatical, there are 6 collocation used in this type of collocation.

B. Discussion

Based on the research finding, the researcher has discussed some theories concerning the types of collocation in argumentative essay writing on second semester student and incorrect collocation made by the student. It will be arranged based on the findings of each research problem.

1. Types of collocation used by the student in their argumentative essay writing

Based on the research findings above, the researcher can be classified the types of collocation based on Benson *et al* (1997) formulated the types of collocation into two categories there are lexical and grammatical collocation. In document analysis, the researcher can conclude that there are 9 types of collocation that found in the students' argumentative essay both lexical and grammatical. The first is students have dominant collocation in Lexical Collocation that consists of 1) Verb + preposition, 2) Adverb + Adjective, 3) Verb + Adverb, 4) Verb + Noun, 5) Noun + Noun, and 6) Adjective + Noun. The second, students have collocation in Grammatical Collocation that consist of 1) Noun + Preposition, 2) Preposition + Noun, and 3) Adjective + Preposition.

The dominant collocation made by the student is lexical collocation that accounted 74 which divided into 6 type's pattern that most

frequently appear in students' writing is Adjective + Noun is accounted 44. Meanwhile the use of grammatical collocation on students' writing is not too much for only 58, consist of noun + preposition is accounted 38, preposition + noun is accounted 3, and adjective + preposition is accounted 12. In other words, students tend to using collocation in lexical collocation types than grammatical collocation.

2. The Incorrect Collocation Made by the Students

Based on the analysis, it was found that the most incorrect collocation made by students in their writing product were lexical collocations (Noun). In this result, students made more mistakes in using Noun + Noun collocations. From the analysis of the researcher, it was found that there are two main problems faced by students in using collocation in their writing product. First, students change a particular word with its synonym. We can take a look at one of the example of Noun + Noun collocation produced by students in their writing; it was found that some of them used "education ladder" rather than "education level". Although "ladder" and "level" are almost different meanings when it comes in a single word. They prefer using 'ladder' because when they translate into Indonesia language *jenjang pendidikan*, however "level" in a single word means *tingkat*. They seemed not to choose the word "level" because they have already thought in their mother language not directly in target language. So that way, the word "ladder" cannot replace the use of "level" in "education level". If someone changes it, the use of collocation

will be incorrect or unnatural. This is in line with Boonyasaquan (2006: 79) that stated that collocations have the components which cannot be changed or substituted by a synonym or word of similar meaning. It means that collocations is the word combination which have its own meaning and it comes naturally as native speaker used in their daily conversation.

The next problem faced by students is that students' mother tongue influences the use of correct collocations. Back to the previous example, 'education ladder' is incorrect because in English, the word "education" usually collocates with "level", not "ladder". On the other hand, in Indonesia, the word "ladder" (jenjang) can collocate with the education (pendidikan). It becomes education ladder (jenjang pendidikan). So in that way, mother tongue influences their English, especially in using collocations. It means that, we cannot deny when students produce collocations to the target language, their first language influence on the process of transferring of collocations.

Dealing with the first question which to identify the type of collocations used by students of English Education Department of IAIN Surakarta. Then the second question dealt with identifying collocation errors made by students. Based on Oxford Collocation dictionary and British National Corpus found that different types of collocations produced, different degrees of challenge to produce collocation for students. Based on the results, grammatical collocations in general and Noun-preposition collocations in particular became the most errors types

of collocation for the D class student of English Education Department of IAIN Surakarta.

Therefore, this research finding has shown that most of the student used their mother tongue in their writing, rather than used collocation naturally. So that way, when they express their ideas in their writing product, their first language influence to the target language.

CHAPTER V

CONCLUSION AND SUGGESTION

After conducting the research, doing the analysis, and presenting the results, this chapter presents the conclusions of this study and offers some suggestions. This chapter is divided into two parts: the first part is aimed at giving conclusion remarks about this research; the second part contains suggestions for related parties and further research in the related topic.

A. Conclusion

This research was designed to describe the types and incorrect collocation by the second semester students in writing argumentative essay. Based on the results of the document analysis, it can be concluded that the types of collocation used by the students in writing argumentative essay are lexical and grammatical collocation consist of 9 types pattern both in lexical and grammatical. Lexical Collocation that consists of 1) Verb + preposition, 2) Adverb + Adjective, 3) Verb + Adverb, 4) Verb + Noun, 5) Noun + Noun, and 6) Adjective + Noun. The second, students have collocation in Grammatical Collocation that consist of 1) Noun + Preposition, 2) Preposition + Noun, and 3) Adjective + Preposition. The total of collocation is 127 data and the collocations which commonly occur are Adjective + Noun that include to lexical collocation.

Moreover the incorrect collocation that the researcher found in student's argumentative essay writing there are: 1) quality character, 2) social domain, 3) far distance, 4) attractive dressed, 5) important energy, 6) we must pause, 7) to understand the problem, 8) the likelihood of blindness, 9) don't wear, 10) education ladder, 11) pretty easy, 12) rectify our mindset, 13) quality generation, 14) observe intently, 15) the goal of doing homework, 16) to managed, 17) tremendous pain, and 18) virtual world. Based on the result, it can be conclude that there are low incorrect collocations found on students' argumentative essay writing product. From the result, we can conclude that their ability to write argumentative essay is good enough, because of 35 students, only 18 incorrect collocations was found.

B. Suggestion

Based on the research conducted, there are some suggestions that can be proposed to student that will write academic writing, writing lecturers, and other researcher as follow:

1. For the lecturers

These results suggest that teaching grammatical collocations as well as lexical collocations for the frequent node words would be of great benefit to Indonesian EFL learners. It is impossible to teach all of the collocations in a second language, we need criteria to choose which collocations should be included in teaching materials. Collocations should be clearly acceptable and frequent in a neutral register or any special register that is

useful to the learner. For example in an academic writing course, combinations such as conduct a study or make an analysis would seem useful. The lecturers need to emphasize on the use of correct collocation so that the students' writing will be more natural and accurate.

2. For the student

In academic writing, especially argumentative essay the student still needs to be aware of using collocations because they just cannot combine words freely for words have their own natural combination. The students should be aware that lexical meanings depend not only on denotation or definition and semantics but also on collocation relation which has effects on the lexical meaning and grammatical functions.

3. For other researcher

Future study can also investigate the relationship between students' collocation competence and their academic success. It will be of great value to understand whether collocation knowledge helps student to increase their academic achievement. Further research guarantees comparing the development of collocations from advanced EFL learners with that of collocations from low proficiency EFL students and will suggest instructional methods that are useful for learners with different levels of proficiency.

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| 4. | Aisyah Kistanti | P |
| 5. | Akbar Jailani | L |
| 6. | Alda Kumala Sari | P |
| 7. | Anisa Frisca Maharani | P |
| 8. | Annafi Mutiara | P |
| 9. | Annisa Muslikhatun Barokah | P |
| 10. | Ashar Fauzi | L |
| 11. | Beti Rahayu | P |
| 12. | Dwi Kisnandari | P |
| 13. | Dwi Safitri | P |
| 14. | Eko Adi Nurcahyo Nugroho | L |
| 15. | Falupi Femmi Isnandiyah | P |
| 16. | Fathonah | P |
| 17. | Fauzan Kresna Yudha | L |
| 18. | Hidayati Khoirun Ni'mah | P |
| 19. | Isna Kuthi Sholihastuti | P |
| 20. | Lani Septianingsih | P |
| 21. | Lia Wulansari | P |
| 22. | Lintang Aulia | P |
| 23. | Melina Anggie Lestari | P |
| 24. | Muchammad Jauhari Achmad | L |
| 25. | Muhammad Hanafi | L |
| 26. | Nastiti Retnaningtyas | P |
| 27. | Racha Geraldine | P |
| 28. | Rafi Al Muhasibi | L |

| | | |
|-----|----------------------------|---|
| 29. | Rona Rositawati | P |
| 30. | Sidik Nor Srisaputro | L |
| 31. | Syahidah Isti Nur A | P |
| 32. | Vista Rian Anggraeni | P |
| 33. | Winda Ririn R | P |
| 34. | Wisnu Bachtiar | L |
| 35. | Zainurrohman Tri Kurniawan | L |

